

## Lesson Plan

### Story Cloths of Immigration

**Grade:** 2<sup>nd</sup> and 3<sup>rd</sup>

**Subject:** American History: Immigration

**Duration:** 5- 10 days reading stories on immigration  
2 – 3 days to complete story cloths

<p><b>Arizona Social Studies Standards:</b> <b>History:</b> S1C5PO1- 2<sup>nd</sup> Grade S1C7PO1- 3<sup>rd</sup> Grade</p>	<p><b>Big Idea:</b>  Change: People and Places</p>	<p><b>Essential Question(s):</b> Why did people immigrate to America? Where did immigrants come from? What kinds of experiences did immigrants have in America? What do we learn from immigrants?</p>	
<p><b>Arizona 2010 ELA &amp; Literacy in History/Social Studies Standards:</b>  <b>Reading Literature:</b> 2.RL.1; 2.RL.2; 2.RL.3 3.RL.1; 3.RL.2; 3.RL.3 <b>Writing:</b> Precursor activity for 2.W.5 and 3.W.5 - peer editing behaviors and culture <b>Speaking &amp; Listening:</b> 2.SL.2 2.SL.4 3.SL.2 3.SL.4</p>	<p><b>Cultural Perspectives:</b>  Personal “story” as a source of history; historical accounts through art</p>	<p><b>Key Vocabulary:</b>  Economic, political, religious, persecution, empathy, immigrant, immigration, culture, ethnic</p>	<p><b>Materials/Resources:</b>  <b>1.</b>Internet Search for images of Hmong Story Cloths: Key words: Hmong Story Cloth (many examples to see) <b>2.Children’s Literature:</b> <i>Coming to America</i>, Maetro, Betsy; <i>The Arrival</i>, Shaun Tan; <i>Candy Shop</i>, Eve Bunting; <i>An Ellis Island Christmas</i>, Rhea, Maxine; <i>Four Feet, Two Sandals</i>, Lynn, Karen; <i>Grandfather’s Journey</i>, Say, Allen; <i>Hannah Is My Name</i>, Yang, Belle; <i>Henry and the Kite Dragon</i>, Hall, Bruce Edward; <i>My Name is Yoon</i>, Recorvits, Helen; <i>Home at Last</i>, Elya, Susan Middleton; <i>Mrs. Katz and Tush</i>, Polacco, Patricia; <i>In America</i>, Moss, Marissa; <i>The Keeping Quilt</i>, Polacco, Patricia; <i>Landed</i>, Lee, Milly; <i>A Very Important Day</i>, Herold, Maggie Rugg. A class set of a variety of books not including the above titles can be used. <b>3.</b> Teacher-made summaries of stories can be used for this lesson. <b>4.</b> Construction paper, pencils, markers or muslin and fabric pens</p>

### **Learning Objectives/Goals**

SWBAT depict textually and pictorially where immigrants came from, the reasons why people immigrated to America, experiences they had, and what we can learn from them by creating a descriptive story cloth. (The number of experiences is relative to the student population reading the texts.)

Students should have read a number of stories about immigrants to America prior to this lesson.

### **Anticipatory Set**

The teacher forms student groups and poses the essential questions to them. Each group is responsible for discussing one question and forming a response. The teacher then calls on groups for answers to the questions, asking other groups to add anything they would like. As students respond, the teacher records responses keeping pertinent information together; see example below. The teacher will be guiding students to keep their information coherent to a relative experience, e.g., Irish came from Ireland because of famine, and they experienced X, Y, Z):

Where Immigrants Came From

Why Immigrants Came

Kinds of Experiences

The teacher explains that the class is going to use this information to create a story.

The teacher discusses how stories tell us about people in history; they tell us what happened to them. Stories are important for recording history. Usually we read stories in books or we hear stories that are told to us. In the Hmong culture, stories are traditionally sewn into cloths, called story cloths. Art is another way we learn about history.

The teacher displays images of some story cloths via projection from the internet or colored hard copies. See link below.

Teacher tells students the expected learning objective.

## Lesson Outline

The teacher models for students how to make a story cloth using a story the whole class has read. (Any form can be used. Please view examples of story cloths on the Web to find a style that is easy for kids to duplicate.)



First, the teacher selects a story that has been read by the entire class. The teacher labels the necessary parts on the “cloth” (this should be pre-planned based on the style of the cloth chosen). For example,

Where the immigrant came from	Ireland
Why the immigrant came to America	jobs, training, and a better life
2 -3 experiences of the immigrant	experiences will vary (language, religion, housing, jobs, etc.)
What we can learn from these experiences	this will vary with the student (a list of brainstormed ideas would be good to have on the board as a resource.

The labels should only be two to four words, and this should be emphasized as space will be limited.

The teacher then draws a simple picture of each of the sections.

The teacher then guides students through the process again, so they can create a “practice” story cloth together. After this guided practice, the teacher then has students make a story cloth based on a story they would like to use. The teacher emphasizes that student story cloths will be completed in **PENCIL FIRST!**

The teacher hands out pencils, paper or cloth (muslin works well) to the students. Students decide on a story to use as a basis for their story cloth. The teacher should provide the book of the story, so students can review. They also will be able to get ideas for their pictures. Students might also use the ideas used for modeled and guided story cloths, if they are pertinent to their own story. Students might work on the story cloths as individuals or in pairs.

When students are finished, the teacher forms groups of four. Students share their story cloths with the group. After all students have shared, the group may offer suggestions to add, delete, or modify information in the cloth based on the story. When the group decides that all of the cloths are ready to finish, students are given markers, crayons or pens to finish their story cloth.

### **Cognitive Closure**

The teacher asks student groups to answer the following questions on the back of their story cloths:

Why did people immigrate to America?

Where did immigrants come from?

What kinds of experiences did immigrants have in America?

What kinds of things do we learn from immigrants to America?

Teacher discusses the following questions with the class:

What are two ways we can learn about history?

What do we learn from people different from ourselves?

One thing we learn is that stories can be told in many ways: by words in books, by pictures, by songs, by cloth drawings, by art. I wonder in what other ways we learn about history.

### **Differentiation**

SPED students may need assistance from an adult or peer in arranging their sections on the story cloth. Students can also be told the story and helped to create the story as it is told. ELL students may need another student to work with. Advanced students can write an extended story with more detail using domain specific vocabulary.

The teacher may need to model several times how to locate pertinent information in text for some students. This activity might be a way for the student to create a sequence of events, or construct the plot of a story, rather than the required information asked for in the essential questions. A student may need additional help with finding details in text, prior to working on this activity. A peer, older student, or an adult may help students.

**Assessment(s)**

The guided practice and finished story cloths.  
Response to questions on back of story cloths.

**Extended Learning Opportunities**

Students can write narratives to go along with the story cloth, building on details they find in the story. Students can create story cloths about family histories.

**Sources**

<https://www.google.com/search?q=hmong+story+cloths&hl=en&prmd=imvns&tbm=isch&tbo=u&source=univ&sa=X&ei=37e6T4H1N6bQiAKeoKCRCg&ved=0CF8QsAQ&biw=1093&bih=462>



Children's Literature and Arizona State Standards. Websites with examples and descriptions of story cloths.

**Evaluation/Lesson Modifications**